

DfL Strategies to support memory

Learners with literacy difficulties will have difficulties with working memory. This can manifest in difficulties remembering or processing multi-stage instructions, and following more complex sequences.

In turn this will impact on revision and study skills. It should be remembered that this is not necessarily an indicator of a learner's underlying ability. They may understand the concepts but have difficulty recalling the details. This can apply to topics, sequences and spellings. It is therefore necessary to provide Learners with strategies and resources to support their working memory and ensure things can 'stick'.

1. **Checklists** are a useful resource for all students when carrying out tasks that require sequences such as solving maths problems or stages in a science experiment.
2. Provide learners with **memory aids** such as talking tins or, if allowed in your school, using Siri on their smart phones.
3. Provide **scaffolds** for writing tasks such as paragraph starters
4. Using **mind maps** is a preferred way of revising for many dyslexic students (e.g. *Tony Buzan, Mind Maps for Kids, Study Skills*. This book is a useful resource to enable students to develop mind maps as an aid to memory).
5. **Repeat instructions** even when a student appears to understand, or gently ask them to repeat instructions back to check for gaps in memory.
6. **Leave information on the board for longer**, or better still provide printouts of your teaching presentation for students to refer to and to take away for revision.
7. **Chunk spelling** of more complex subject words by breaking into syllables and colour coding: **metamorphosis**
8. Give students **cards of processes in a sequence** and allow them to place them in sequence order this supports remembering the parts of the sequence and then gives more kinaesthetic practice in remembering the order of the sequence.